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ABSTRACT

This report examines the extent of undergraduate student transfers and the status of undergraduate program articulation among Illinois higher education institutions. The first section analyzes information from a variety of sources on interinstitutional transfer within the state. These data clearly show that transfer among institutions affects a high proportion of Illinois students. In fall 1992, approximately seven percent of the total state undergraduate student population were classified as transfer students. In addition, data showed that among traditional transfers, students who earned associate degrees prior to transfer had a significantly higher probability of also earning baccalaureate degrees than did students transferring before degree attainment. Tables provide detailed data on enrollment patterns and degree attainment by individual institutions. The second section of the report describes the Illinois Articulation Initiative, launched jointly in January 1993 by the Illinois Community College Board and the Transfer Coordinators of Illinois Colleges and Universities. The first phase of the Initiative will develop an agreement on general education core curriculum to facilitate student transfer among Illinois institutions. The second phase of the Initiative, begun in four health professions, is attempting to develop articulated lower-division courses for transfer in the various bachelor's degree majors. As the Initiative progresses, it has become apparent that the model for articulating curriculum in the health professions could serve as the model for addressing broader school-to-work transition issues. (Contains 14 references.) (JB)

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ED 370 472

May 3, 1994

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

UNDERGRADUATE EDUCATION: TRANSFER AND ARTICULATION REEXAMINED

In September 1990, the Board of Higher Education affirmed its priority on improving the quality of undergraduate education and modified its policies on undergraduate education, originally adopted in 1986. The primary difference between the 1986 and the 1990 policies was the addition in 1990 of seven policy directions on student transfer and program articulation among institutions to replace an earlier articulation policy adopted in 1970. The Board's policies on transfer and articulation are reproduced in Appendix A.

This report examines the extent of undergraduate student transfer and the status of undergraduate program articulation among Illinois higher education institutions. The first section of the report analyzes information from a variety of sources on interinstitutional transfer within the state, while the second section describes statewide program articulation. This report updates and extends the analysis in the report *Undergraduate Education: Transfer and Articulation* presented to the Board in May 1992.

Interinstitutional Transfer in Illinois

In-State Transfer Activity

Just as the United States' population is mobile, so too are today's college students. Figure A depicts the number of undergraduate students who transferred among Illinois colleges and universities in fall 1990 compared to fall 1992, as reported by institutions to the Board of Higher Education in the annual Fall Enrollment Survey. The total number of undergraduate transfers among public community colleges, public universities, and private multi-purpose institutions (but excluding limited-purpose or proprietary institutions) increased by 13 percent from fall 1990 to fall 1992. The greatest increases were in the number of students transferring to public community colleges (from 7,824 in fall 1990 to 9,932 in fall 1992) and to private multi-purpose institutions (from 6,693 in fall 1990 to 8,075 in fall 1992).

Of the nearly 32,000 students who transferred from one institution to another in fall 1992, roughly half (16,423) followed the traditional transfer pattern, transferring from a community college to a public university or private baccalaureate degree-granting institution. The other half transferred from one community college to another (3,842), from one baccalaureate institution to another (5,218), or from a baccalaureate institution to a community college (6,090).

Figure A depicts the scope of transfer activity only in fall terms. Although students transfer at other times during the year, the Fall Enrollment Survey, the Board's only source of statewide enrollment data, includes only the fall term each year. The figure also does not show the number of Illinois students who transfer to out-of-state institutions, nor does it show the number of students who transfer into Illinois institutions from other states or nations. Thus, Figure A underrepresents the full extent of student transfer activity. Nonetheless, in fall 1992, students classified as transfers accounted for 7 percent of the total undergraduate enrollment in these three sectors.

HE 027 432

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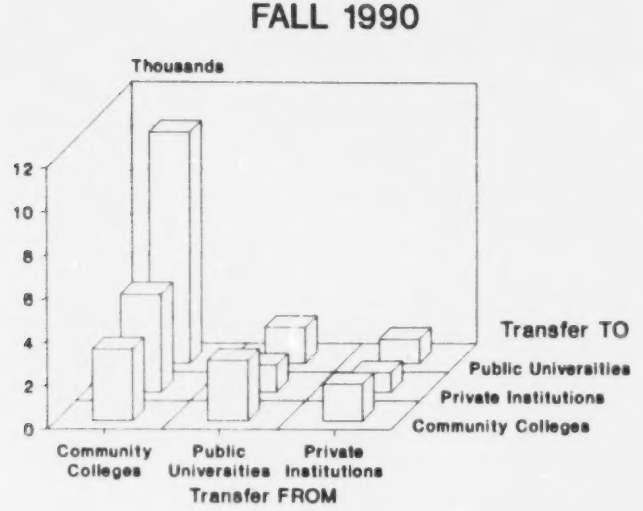


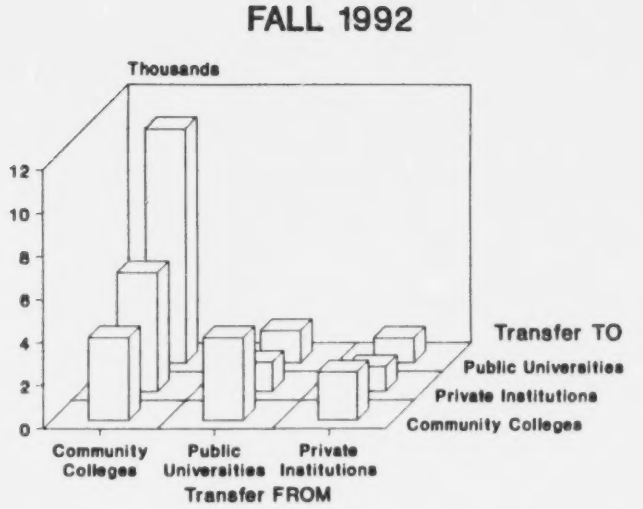


FIGURE A
IN - STATE INTERINSTITUTIONAL TRANSFER

Institutions Transferred FROM	Institutions Transferred TO: Public Community Colleges 1990	1992	Public Universities 1990	1992	Private Multi-Purpose Institutions 1990	1992	Total 1990	1992	Percent Change 1990 to 1992
Public Community Colleges	3,305	3,842	10,636	10,883	4,511	5,540	18,452	20,265	9.8 %
Public Universities	2,799	3,853	1,671	1,514	1,266	1,378	5,736	6,745	17.6
Private Multi-Purpose Institutions	1,720	2,237	1,134	1,169	916	1,157	3,770	4,563	21.0
Total	7,824	9,932	13,441	13,566	6,693	8,075	27,958	31,573	12.9
Percent Change, 1990 to 1992		26.9 %		0.9 %		20.6 %		12.9 %	

Source: IBHE Fall Enrollment Surveys

The Traditional Transfer Pattern

The Board of Higher Education's first *Master Plan for Higher Education in Illinois* (July 1964) called for the creation of a statewide system of public community colleges. The plan envisioned that community colleges would be located across the state within commuting distance of the majority of Illinois citizens in order to increase access to higher education at a relatively low cost. Further, the creation of a system of public community colleges was expected to permit the public universities to discontinue open-admission policies and, thus, to achieve a better balance between lower- and upper-division baccalaureate enrollments.

In 1994, thirty years later, the 40 public community college districts in Illinois incorporate all of the state's territory and operate 49 individual colleges and a variety of off-campus extension sites. In fall 1992, the public community colleges enrolled nearly half of the undergraduates in the state (230,000 out of 505,000). Due, in part, to their lower tuition and fees and their geographic proximity, the community colleges tend to enroll higher proportions of older adults, women, minorities, recent immigrants, and less well prepared students than do baccalaureate institutions.

The Illinois public community colleges offer two types of undergraduate degree programs: baccalaureate-transfer Associate in Arts (AA) and Associate in Science (AS) degree programs designed specifically to prepare students for transfer to baccalaureate degree programs and occupation-specific Associate in Applied Science (AAS) degree programs designed to prepare students for immediate employment in a variety of occupational and technical fields. In addition, community colleges offer a wide range of college-preparatory and continuing education coursework. Students enrolled in the community college baccalaureate-transfer AA and AS degree programs constitute the traditional pool of eligible transfer students.

Table 1 shows Illinois public community college baccalaureate-transfer enrollment in fall 1990 and fall 1992 by college. The total number of students enrolled in community college baccalaureate-transfer programs increased by nine percent from fall 1990 to fall 1992, with 33 colleges reporting increases (including the newly opened Heartland Community College) and 17 reporting declines (including Chicago City-Wide College which was in the process of closing). The greatest percentage increases were in Elgin Community College at 215 percent and Kaskaskia College at 133 percent. Table 1 also shows the number of Black and Hispanic students enrolled in each college's baccalaureate-transfer program in fall 1990 and fall 1992. While total baccalaureate-transfer enrollment increased by nine percent from fall 1990 to fall 1992, Black enrollment increased by only five percent and Hispanic enrollment increased 23 percent, maintaining the proportion of combined Black and Hispanic enrollment at 17.5 percent of the total.

In spring 1990, the Board of Higher Education began awarding Higher Education Cooperation Act (HECA) Minority Articulation Program Grants to individual community colleges to establish transfer centers to improve the visibility of the baccalaureate-transfer program and to increase the number of successful baccalaureate transfers of minority students. Grants were awarded to establish minority transfer centers in 16 community colleges in spring 1990. HECA grants supported minority transfer centers in 24 colleges in fall 1993. Appendix B lists the Illinois public community colleges that have received HECA funds to establish minority transfer centers and indicates the date of their initial HECA grant funding.

Of the 21 community colleges that operated HECA-funded minority transfer centers prior to fall 1992 (indicated in bold on Table 1), 14 increased the number of Black students and 13 colleges increased the number of Hispanic students enrolled in their baccalaureate-transfer programs from fall 1990 to fall 1992. In fall 1992, the 21 colleges with minority transfer centers during this period accounted for 54 percent of the total baccalaureate-transfer enrollment and 83 percent of the Black

Table 1

ILLINOIS COMMUNITY COLLEGE BACCALAUREATE-TRANSFER ENROLLMENT
FALL 1990 AND 1992

	Fall 1990				Fall 1992				Percent Change 1990 to 1992		
	Total	Black	Hispanic	Percent Black and Hispanic	Total	Black	Hispanic	Percent Black and Hispanic	Total	Black	Hispanic
Belleville	3,947	241	57	7.6 %	5,000	437	54	9.8 %	26.7 %	81.3 %	(5.3)%
Black Hawk	3,278	161	131	8.9	3,524	179	155	9.5	7.5	11.2	18.3
City Colleges	13,985	8,028	1,673	69.4	12,944	7,237	1,761	69.5	(7.4)	(9.9)	5.3
City-Wide	320	162	28	59.4	113	53	16	61.1	(64.7)	(67.3)	(42.9)
Daley	3,525	1,049	715	50.0	3,454	942	836	51.5	(2.0)	(10.2)	16.9
Kennedy-King	1,667	1,614	8	97.3	1,304	1,272	8	98.2	(21.8)	(21.2)	0.0
Malcolm X	1,017	899	54	93.7	1,572	1,229	110	85.2	54.6	36.7	103.7
Olive-Harvey	1,525	1,383	100	97.2	1,365	1,233	87	96.7	(10.5)	(10.8)	(13.0)
Truman	1,896	550	283	43.9	1,322	373	215	44.5	(30.3)	(32.2)	(24.0)
Washington	3,375	2,304	333	78.1	3,266	2,078	351	74.4	(3.2)	(9.8)	5.4
Wright	660	67	152	33.2	548	57	138	35.6	(17.0)	(14.9)	(9.2)
Danville	1,332	116	18	10.1	1,749	0	0	0.0	31.3	(100.0)	(100.0)
DuPage	7,334	180	168	4.7	7,462	213	256	6.3	1.7	18.3	52.4
Elgin	1,362	52	59	8.1	4,292	146	207	8.2	215.1	180.8	250.8
Harper	4,517	82	175	5.7	5,168	135	252	7.5	14.4	64.6	44.0
Heartland	NA	NA	NA		1,629	143	18	9.9	—	—	—
Highland	1,174	39	8	4.0	1,214	42	12	4.4	3.4	7.7	50.0
Illinois Central	3,205	144	27	5.3	3,279	199	25	6.8	2.3	38.2	(7.4)
Illinois Eastern	1,630	23	10	2.0	1,769	61	6	3.8	8.5	165.2	(40.0)
Frontier	375	0	0	0.0	355	1	0	0.3	(5.3)	—	—
Lincoln Trail	290	10	1	3.8	381	39	3	11.0	31.4	290.0	200.0
Olney Central	579	8	2	1.7	584	8	3	1.9	0.9	0.0	50.0
Wabash Valley	386	5	7	3.1	449	13	0	2.9	16.3	160.0	(100.0)
Illinois Valley	1,399	41	18	4.2	1,412	22	30	3.7	0.9	(46.3)	66.7
Joliet	4,986	387	171	11.2	5,401	368	215	10.8	8.3	(4.9)	25.7
Kankakee	1,074	58	7	6.1	950	65	18	8.7	(11.5)	12.1	157.1
Kaskaskia	351	14	2	4.6	819	27	10	4.5	133.3	92.9	400.0
Kishwaukee	1,401	117	35	10.8	1,408	137	44	12.9	0.5	17.1	25.7
Lake County	4,758	272	202	10.0	4,484	323	220	12.1	(5.8)	18.8	8.9
Lake Land	1,620	22	8	1.9	1,700	38	8	2.7	4.9	72.7	0.0
Lewis and Clark	2,064	94	5	4.8	2,145	124	17	6.6	3.9	31.9	240.0
Lincoln Land	3,264	176	20	6.0	3,492	204	26	6.6	7.0	15.9	30.0
Logan	2,464	137	9	5.9	3,033	170	21	6.3	23.1	24.1	133.3
McHenry	1,064	3	17	1.9	1,832	3	42	2.5	72.2	0.0	147.1
Moraine Valley	5,865	162	107	4.6	5,103	186	120	6.0	(13.0)	14.8	12.1
Morton	1,724	11	262	15.8	1,947	9	421	22.1	12.9	(18.2)	60.7
Oakton	7,526	255	236	6.5	7,732	287	252	7.0	2.7	12.5	6.8
Parkland	2,271	178	32	9.2	2,844	355	51	14.3	25.2	99.4	59.4
Prairie State	2,718	554	102	24.1	3,110	670	153	26.5	14.4	20.9	50.0
Rend Lake	1,056	36	8	4.2	1,012	26	2	2.8	(4.2)	(27.8)	(75.0)
Richland	1,542	97	3	6.5	1,760	159	5	9.3	14.1	63.9	66.7
Rock Valley	3,956	196	89	7.2	4,267	234	103	7.9	7.9	19.4	15.7
Sandburg	971	40	15	5.7	1,065	62	17	7.4	9.7	55.0	13.3
Sauk Valley	1,241	12	55	5.4	1,339	16	58	5.5	7.9	33.3	5.5
Shawnee	456	57	0	12.5	805	107	1	13.4	76.5	87.7	—
South Suburban	2,940	832	78	31.0	3,156	998	137	36.0	7.3	20.0	75.6
Southeastern	936	90	14	11.1	798	68	5	9.1	(14.7)	(24.4)	(64.3)
Spoon River	743	12	2	1.9	497	17	2	3.8	(33.1)	41.7	0.0
State	355	347	0	97.7	284	281	0	98.9	(20.0)	(19.0)	—
Triton	5,675	1,387	425	31.9	6,297	1,634	577	35.1	11.0	17.8	35.8
Waubonsee	1,494	75	136	14.1	1,424	99	107	14.5	(4.7)	32.0	(21.3)
Wood	1,594	29	5	2.1	1,158	16	3	1.6	(27.4)	(44.8)	(40.0)
Total	109,272	14,757	4,389	17.5 %	119,304	15,497	5,411	17.5 %	9.2 %	5.0 %	23.3 %

Source: IBHE Fall Enrollment Survey

Note: Bold type indicates the college operated a HECA-funded minority transfer center prior to fall 1992.

students and 67 percent of the Hispanic students enrolled in community college baccalaureate-transfer programs.

Another measure of the pool of eligible transfer students is the number of associate degrees conferred annually. While the AA and AS degree programs are designed to prepare students for transfer to baccalaureate degree programs, some AAS degree recipients also transfer, and many students transfer after completing a few courses without earning an associate degree. Prior studies of Illinois community college transfers indicate that approximately one-third of transfers earned an AA or AS degree before transfer and less than ten percent earned an AAS degree, while the majority of the transfer students had not completed an associate degree before transfer.

Table 2 provides information on the number of associate degrees awarded by the public community colleges in fiscal years 1990 and 1992. In both years, the baccalaureate-transfer AA and AS degree recipients accounted for 58 percent of the total associate degrees conferred, with both the transferable associate degrees awarded and the total number of degrees awarded increasing by 12 percent from fiscal year 1990 to fiscal year 1992. The greatest percentage increases in baccalaureate-transfer degrees conferred were reported by the College of Lake County at 91 percent, John A. Logan College at 82 percent, the Illinois Eastern Community Colleges combined at 46 percent, and Carl Sandburg College at 45 percent.

Table 2 also indicates the number and percentage of Black and Hispanic graduates among all associate degree recipients by college. (The Board of Higher Education Degrees Conferred Survey does not distinguish among types of associate degrees.) Overall there was no change from fiscal year 1990 to fiscal year 1992 in the number of associate degrees conferred on Black students, which resulted in a decline in the proportion of Black students receiving associate degrees. The number of Hispanic students receiving associate degrees increased by 34 percent. Thirteen of the 21 colleges operating HECA-funded minority transfer centers during this period increased the number of baccalaureate-transfer degrees conferred, but only 11 of the 21 increased the number of Black and Hispanic students earning associate degrees.

Table 3 shows the number of undergraduates who transferred from the Illinois public community colleges to the public universities in falls 1987, 1990, and 1993. The total number of transfers increased by nine percent from fall 1987 to fall 1993. Of the 12 public universities, four--Illinois State University, Northern Illinois University, Southern Illinois University at Carbondale, and the University of Illinois at Chicago--have consistently enrolled the largest number of community college transfers and, together, account for more than half of the community college-to-public university transfers each fall.

Table 3 also shows the number of Black and Hispanic students transferring into public universities each fall term. While the total number of transfers increased by nine percent from fall 1987 to fall 1993, the number of Black transfers increased by 17.5 percent and the number of Hispanic transfers increased by 74 percent. In all three fall terms, Chicago State University and the University of Illinois at Chicago enrolled the largest number of Black transfers, and the University of Illinois at Chicago, Northern Illinois University, and Northeastern Illinois University enrolled the largest number of Hispanic transfers. The greatest percentage gains in number of Black and Hispanic transfers in this six-year period were reported by those universities with the smallest proportions (less than five percent) to begin with in fall 1987: Eastern Illinois University, Illinois State University, Northern Illinois University, Southern Illinois University at Carbondale, and the University of Illinois at Urbana-Champaign.

In summary, the traditional transfer population is comprised of students enrolled in community college baccalaureate-transfer programs and of students earning their associate degrees. In fall 1992, nearly 120,000 students were enrolled in community college baccalaureate-transfer programs, while in fiscal year 1992 more than 13,000 students earned their AA or AS degrees among a total of more

Table 2

ILLINOIS COMMUNITY COLLEGE ASSOCIATE DEGREE GRADUATES
FISCAL YEARS 1990 AND 1992

	Baccalaureate – Transfer			Total Associate			Baccalaureate – Transfer Degrees as Percent of Total		FY1990				FY1992			
	Degrees Awarded		Percent Change	Degrees Awarded		Percent Change			Black Graduates		Hispanic Graduates		Black Graduates		Hispanic Graduates	
	FY1990	FY1992	1990 – 1992	FY1990	FY1992	1990 – 1992	FY1990	FY1992	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
Belleville	562	625	11.2 %	974	1,089	11.8 %	57.7 %	57.4 %	50	5.1 %	10	1.0 %	39	3.6 %	10	0.9 %
Black Hawk	311	353	13.5	572	641	12.1	54.4	55.1	26	4.5	12	2.1	23	3.6	30	4.7
City Colleges	1,011	928	(8.2)	2,009	1,873	(6.8)	50.3	49.5	1,084	54.0	214	10.7	986	52.6	216	11.5
City-Wide	9	12	33.3	95	69	(27.4)	9.5	17.4	39	41.1	5	5.3	32	46.4	8	11.6
Daley	212	127	(40.1)	341	272	(20.2)	62.2	46.7	81	23.8	51	15.0	60	22.1	42	15.4
Kennedy-King	93	69	(25.8)	254	224	(11.8)	36.6	30.8	240	94.5	7	2.8	216	96.4	1	0.4
Malcolm X	62	34	(45.2)	145	109	(24.8)	42.8	31.2	118	81.4	4	2.8	81	74.3	4	3.7
Olive-Harvey	151	189	25.2	273	308	12.8	55.3	61.4	238	87.2	25	9.2	272	88.3	24	7.8
Truman	83	172	107.2	275	334	21.5	30.2	51.5	95	34.5	42	15.3	120	35.9	42	12.6
Washington	189	139	(26.5)	298	236	(20.8)	63.4	58.9	223	74.8	23	7.7	169	71.6	23	9.7
Wright	212	186	(12.3)	328	321	(2.1)	64.6	57.9	50	15.2	57	17.4	36	11.2	72	22.4
Danville	144	128	(11.1)	299	234	(21.7)	48.2	54.7	21	7.0	2	0.7	13	5.6	0	0.0
DuPage	990	1,166	17.8	1,516	1,719	13.4	65.3	67.8	17	1.1	24	1.6	26	1.5	20	1.2
Elgin	366	417	13.9	493	588	19.3	74.2	70.9	6	1.2	10	2.0	12	2.0	19	3.2
Harper	765	911	19.1	1,112	1,290	16.0	68.8	70.6	12	1.1	14	1.3	16	1.2	23	1.8
Highland	162	176	8.6	223	270	21.1	72.6	65.2	2	0.9	0	0.0	7	2.6	0	0.0
Illinois Central	507	562	10.8	1,093	1,203	10.1	46.4	46.7	36	3.3	6	0.5	38	3.2	8	0.7
Illinois Eastern	228	332	45.6	474	746	57.4	48.1	44.5	3	0.6	1	0.2	6	0.8	24	3.2
Frontier	37	51	37.8	45	79	75.6	82.2	64.6	0	0.0	0	0.0	0	0.0	0	0.0
Lincoln Trail	52	71	36.5	97	130	34.0	53.6	54.6	0	0.0	0	0.0	2	1.5	0	0.0
Olney Central	68	123	80.9	133	297	123.3	51.1	41.4	1	0.8	0	0.0	3	1.0	0	0.0
Wabash Valley	71	87	22.5	199	240	20.6	35.7	36.3	2	1.0	1	0.5	1	0.4	24	10.0
Illinois Valley	256	289	12.9	403	463	14.9	63.5	62.4	4	1.0	6	1.5	9	1.9	6	1.3
Joliet	366	392	7.1	613	715	16.6	59.7	54.8	32	5.2	14	2.3	23	3.2	15	2.1
Kankakee	102	108	5.9	261	265	1.5	39.1	40.8	19	7.3	1	0.4	14	5.3	1	0.4
Kaskaskia	169	182	7.7	304	463	52.3	55.6	39.3	6	2.0	2	0.7	29	6.3	8	1.7
Kishwaukee	301	309	2.7	443	440	(0.7)	67.9	70.2	16	3.6	4	0.9	21	4.8	16	3.6
Lake County	404	770	90.6	667	1,249	87.3	60.6	61.6	23	3.4	14	2.1	57	4.6	54	4.3
Lake Land	215	222	3.3	419	474	13.1	51.3	46.8	10	2.4	0	0.0	6	1.3	5	1.1
Lewis and Clark	198	231	16.7	412	454	10.2	48.1	50.9	14	3.4	1	0.2	12	2.6	2	0.4
Lincoln Land	461	466	1.1	686	719	4.8	67.2	64.8	27	3.9	6	0.9	28	3.9	5	0.7
Logan	158	288	82.3	282	476	68.8	56.0	60.5	5	1.8	0	0.0	16	3.4	2	0.4
McHenry	201	197	(2.0)	239	240	0.4	84.1	82.1	0	0.0	1	0.4	0	0.0	2	0.8
Moraine Valley	698	779	11.6	976	1,102	12.9	71.5	70.7	24	2.5	11	1.1	20	1.8	18	1.6

Table 2

ILLINOIS COMMUNITY COLLEGE ASSOCIATE DEGREE GRADUATES
FISCAL YEARS 1990 AND 1992

	Baccalaureate – Transfer			Total Associate			Baccalaureate –		FY1990				FY1992			
	Degrees Awarded		Percent Change	Degrees Awarded		Percent Change	Transfer Degrees as Percent of Total		Black Graduates		Hispanic Graduates		Black Graduates		Hispanic Graduates	
	FY1990	FY1992	1990 – 1992	FY1990	FY1992	1990 – 1992	FY1990	FY1992	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
Morton	103	139	35.0	296	293	(1.0)	34.8	47.4	1	0.3	22	7.4	3	1.0	32	10.9
Oakton	343	288	(16.0)	565	458	(18.9)	60.7	62.9	10	1.8	11	1.9	17	3.7	17	3.7
Parkland	309	312	1.0	686	784	14.3	45.0	39.8	28	4.1	8	1.2	48	6.1	15	1.9
Prairie State	169	207	22.5	318	397	24.8	53.1	52.1	42	13.2	11	3.5	62	15.6	16	4.0
Rend Lake	166	193	16.3	300	362	20.7	55.3	53.3	6	2.0	1	0.3	4	1.1	0	0.0
Richland	218	233	6.9	337	357	5.9	64.7	65.3	17	5.0	1	0.3	23	6.4	0	0.0
Rock Valley	375	516	37.6	541	719	32.9	69.3	71.8	15	2.8	9	1.7	12	1.7	7	1.0
Sandburg	98	142	44.9	229	246	7.4	42.8	57.7	12	5.2	3	1.3	16	6.5	4	1.6
Sauk Valley	164	162	(1.2)	315	284	(9.8)	52.1	57.0	9	2.9	12	3.8	6	2.1	11	3.9
Shawnee	112	120	7.1	179	222	24.0	62.6	54.1	27	15.1	0	0.0	27	12.2	0	0.0
South Suburban	253	212	(16.2)	486	470	(3.3)	52.1	45.1	67	13.8	13	2.7	75	16.0	18	3.8
Southeastern	141	104	(26.2)	273	230	(15.8)	51.6	45.2	30	11.0	7	2.6	18	7.8	6	2.6
Spoon River	114	113	(0.9)	170	168	(1.2)	67.1	67.3	1	0.6	0	0.0	3	1.8	0	0.0
State	33	31	(6.1)	71	44	(38.0)	46.5	70.5	68	95.8	0	0.0	42	95.5	0	0.0
Triton	361	326	(9.7)	856	804	(6.1)	42.2	40.5	100	11.7	43	5.0	99	12.3	48	6.0
Waubonsee	289	293	1.4	401	421	5.0	72.1	69.6	16	4.0	16	4.0	11	2.6	27	6.4
Wood	76	80	5.3	111	145	30.6	68.5	55.2	2	1.8	0	0.0	15	10.3	0	0.0
Total	11,899	13,302	11.8 %	20,604	23,117	12.2 %	57.8 %	57.5 %	1,888	9.2 %	510	2.5 %	1,882	8.1 %	685	3.0 %

Sources: ICCB, *Data and Characteristics of the Illinois Public Community College System* and IBHE Degrees Conferred Surveys

Table 3

TRANSFERS FROM ILLINOIS PUBLIC COMMUNITY COLLEGES TO ILLINOIS PUBLIC UNIVERSITIES
FALL 1987, FALL 1990, AND FALL 1993

	Fall 1987				Fall 1990				Fall 1993				Percent Change 1987 to 1993		
	Total Transfers	Black	Hispanic	Percent Black and Hispanic	Total Transfers	Black	Hispanic	Percent Black and Hispanic	Total Transfers	Black	Hispanic	Percent Black and Hispanic	Total Transfers	Black	Hispanic
Board of Governors	2,851	541	77	21.7 %	2,865	547	87	22.1 %	3,080	575	116	22.4 %	8.0 %	6.3 %	50.6 %
Chicago State University	401	369	9	94.3	384	347	13	93.8	436	393	11	92.7	8.7	6.5	22.2
Eastern Illinois University	728	9	3	1.6	767	18	12	3.9	917	18	9	2.9	26.0	100.0	200.0
Governors State University	470	68	9	16.4	404	83	8	22.5	403	69	22	22.6	(14.3)	1.5	144.4
Northeastern Illinois University	572	57	43	17.5	437	55	39	21.5	443	54	56	24.8	(22.6)	(5.3)	30.2
Western Illinois University	680	38	13	7.5	873	44	15	6.8	881	41	18	6.7	29.6	7.9	38.5
Board of Regents	3,236	86	39	3.9	3,574	120	80	5.6	3,391	147	104	7.4	4.8	70.9	166.7
Illinois State University	1,367	28	9	2.7	1,600	54	31	5.3	1,432	56	34	6.3	4.8	100.0	277.8
Northern Illinois University	1,454	23	30	3.6	1,558	36	43	5.1	1,545	60	67	8.2	6.3	160.9	123.3
Sangamon State University	415	35	0	8.4	416	30	6	8.7	414	31	3	8.2	(0.2)	(11.4)	
Southern Illinois University	1,907	94	18	5.9	2,157	128	30	7.3	2,151	118	33	7.0	12.8	25.5	83.3
Carbondale	1,454	56	15	4.9	1,576	64	21	5.4	1,512	74	27	6.7	4.0	32.1	80.0
Edwardsville	453	38	3	9.1	581	64	9	12.6	639	44	6	7.8	41.1	15.8	100.0
University of Illinois	1,663	109	96	12.3	2,040	136	116	12.4	1,915	135	148	14.8	15.2	23.9	54.2
Chicago	1,016	101	83	18.1	1,216	123	103	18.6	1,206	111	132	20.1	18.7	9.9	59.0
Urbana – Champaign	647	8	13	3.2	824	13	13	3.2	709	24	16	5.6	9.6	200.0	23.1
TOTAL	9,657	830	230	11.0 %	10,636	931	313	11.7 %	10,537	975	401	13.1 %	9.1 %	17.5 %	74.3 %

Source: IBHE Fall Enrollment Surveys

than 23,000 associate degree graduates that year. Between 1990 and 1992, fall baccalaureate-transfer enrollment in community colleges increased by nine percent, while the annual number of baccalaureate-transfer associate degrees conferred increased by 12 percent, suggesting a slight increase in retention rates. The proportion of Black and Hispanic students among enrolled baccalaureate-transfer students has remained constant at 17.5 percent, and the proportion of Black and Hispanic students among all associate degree earners held steady at just over 11 percent.

In fall 1993, 10,537 community college students transferred to public universities, with Black and Hispanic students comprising 13 percent of the total. In fall 1992, as was shown in Figure A, 10,883 community college students transferred to public universities and 5,540 to private multi-purpose institutions, resulting in a total of 16,423 traditional transfers. Traditional transfers in fall 1992 represented just over half of all in-state fall transfer activity.

Baccalaureate Completion Patterns of Community College Transfers to Public Universities

The concluding policy statement on transfer and articulation adopted in September 1990 called for the establishment of a system to monitor the after-transfer persistence of transfers from community colleges to public universities. As a result of this policy, the Board of Higher Education and Illinois Community College Board staffs worked with the public universities and community colleges to create a public institution Shared Enrollment/Graduation Data System.

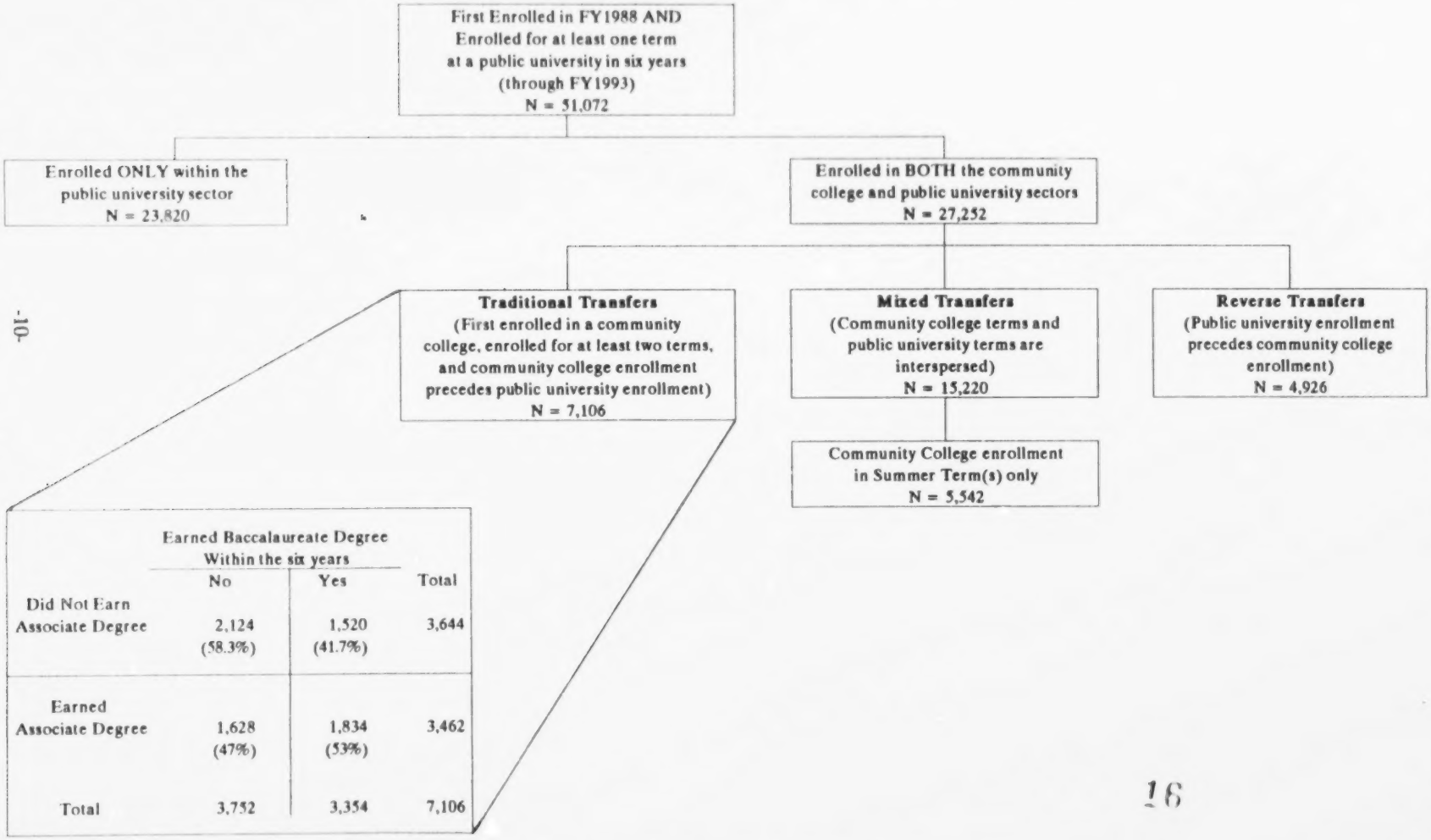
Prior to the creation of this system, statewide follow-up studies of transfer students were conducted periodically on a voluntary-participation basis. The most recent of the three statewide studies, *A Five-Year Study of Students Transferring from Illinois Two-Year Colleges to Illinois Senior College/Universities in Fall of 1979* (May 1986), found that 54 percent of the fall 1979 transfers earned baccalaureate degrees from the public university to which they transferred within five years after transfer. In addition, the study found that the students who earned baccalaureate-transfer AA or AS degrees prior to transfer (31 percent of the students in the study) completed baccalaureate degrees at a significantly higher rate than did students who had not completed AA or AS degrees.

The first study using data from the public institutions' Shared Data System, *Undergraduate Education: Transfer and Articulation* (May 1992), found that 52 percent of students who transferred from a public community college to a public university during fiscal year 1987 earned a baccalaureate degree within four years of transfer (through fiscal year 1990). This 1992 study also found a relationship between associate and baccalaureate degree completion: 70 percent of the 1987 transfers who transferred into the upper-division within public universities after earning AA or AS degrees completed their baccalaureate degrees within four years of transfer.

Figure B presents the transfer patterns of the 51,072 students in the public institutions' Shared Data System who enrolled for the first time during fiscal year 1988 and who enrolled for at least one term in a public university from fiscal year 1988 through fiscal year 1993, a six-year period. As the figure shows, 23,820, or 47 percent, of the 1988 entry cohort enrolled only within the public university sector, while 27,252, or 53 percent, enrolled in both the public university and community college sectors. Of the 27,252 students who enrolled in both public sectors, 7,106 (26 percent) were "traditional" transfer students--that is, their first enrollment of record was in a community college, they enrolled at least two terms in a community college, and all of their community college enrollments preceded their enrollment in public universities. Fully 18 percent of these shared fiscal year 1988 cohort students were "reverse" transfers--that is, students whose enrollments in public universities preceded enrollment in community colleges. The majority (56 percent) of the students in the 1988 entry cohort were "mixed" transfers in that their enrollments in community colleges and public universities were interspersed. For slightly more than a third of this mixed transfer group, community college enrollments were during the summer term only.

Figure B

COMMUNITY COLLEGE ENROLLMENT PATTERNS OF PUBLIC UNIVERSITY STUDENTS
FISCAL YEAR 1988 FIRST-ENROLLMENT COHORT



	Earned Baccalaureate Degree Within the six years		
	No	Yes	Total
Did Not Earn Associate Degree	2,124 (58.3%)	1,520 (41.7%)	3,644
Earned Associate Degree	1,628 (47%)	1,834 (53%)	3,462
Total	3,752	3,354	7,106

Source: Shared Enrollment/Graduation Data System

Figure B also presents the baccalaureate degree attainment of the traditional transfer group based on whether the transfer students also earned an associate degree. Overall, 47 percent of the traditional transfers earned their baccalaureate degrees within six years of first enrollment in fiscal year 1988. There is a significant relationship between earning an associate degree and earning a baccalaureate degree: 53 percent of the traditional transfers who earned associate degrees earned their baccalaureate degrees within six years, while only 42 percent of transfers who did not earn an associate degree did so. The six-year baccalaureate completion rate of associate degree transfers in the fiscal year 1988 entry cohort (53.0 percent) is comparable to the six-year graduation rate of public university fiscal year 1988 first-time freshmen (53.8 percent) as shown in the report *Baccalaureate Student Graduation, Time to Degree, and Retention at Illinois Public Universities* (May 1994).

Among transfers who earned their baccalaureate degrees, there is no difference between those who earned an associate degree and those who did not either in elapsed time to the baccalaureate degree (an average of 4.8 years) or in total number of terms enrolled (an average of 9.8 terms). Those who earned an associate degree, however, enrolled, on average, for one more term at a community college and one less term at a public university than did those not completing an associate degree.

Table 4 shows the after-transfer baccalaureate persistence of the traditional transfers in the fiscal year 1988 entry cohort. Among all traditional transfers, 53 percent of those who earned an associate degree earned their baccalaureate degrees within six years and 25 percent were still enrolled in spring 1993, for a total persistence rate of 78 percent. The total persistence rate of transfers who did not earn an associate degree was 68 percent.

Table 4 also shows baccalaureate graduation and persistence separately for Black and Hispanic traditional transfers in the fiscal year 1988 cohort. Black students comprised eight percent and Hispanic students three percent of the total number of traditional transfers. The table shows that both Black and Hispanic transfers were less likely to earn associate degrees en route to the baccalaureate than were all transfers, at 40 percent compared with 49 percent.

Although a significantly lower percentage of Black transfers earned their baccalaureate degrees within six years, at 18 percent compared with 47 percent of the total number of transfers, a higher proportion of Black transfers who earned associate degrees earned their baccalaureate than did Black transfers who did not earn associate degrees. The total persistence rate for both associate and non-associate degree earners among the Black transfers was also lower than the persistence rate of the total transfer group. Nonetheless, the six-year baccalaureate graduation rate for Black associate degreed transfers (22 percent) is only slightly lower than the six-year baccalaureate graduation rate of Black first-time freshmen in public universities (25 percent), as shown in the May 1994 report *Baccalaureate Student Graduation, Time to Degree, and Retention at Illinois Public Universities*.

Although a lower proportion of Hispanic transfers (39 percent) also completed baccalaureate degrees within six years of college entry than did the total transfer group (47 percent), a higher proportion was still enrolled in spring 1993, resulting in an overall persistence rate equal to that of the total group (72.5 percent). While the number of students was small, the six-year baccalaureate graduation rate of Hispanic transfers with associate degrees (48 percent) exceeded the six-year baccalaureate graduation rate of Hispanic first-time freshmen in public universities (37 percent), as shown in the May 1994 report *Baccalaureate Student Graduation, Time to Degree, and Retention at Illinois Public Universities*.

In summary, this section analyzed transfer patterns within the public higher education sector only, using data from the public institutions' Shared Data System. A consortium of private institutions was awarded a HECA grant for fiscal year 1994 to begin developing a comparable shared enrollment and graduation data system for private institutions that, once operational, can be used to

Table 4

BACCALAUREATE PERSISTENCE OF TRADITIONAL TRANSFERS
FISCAL YEAR 1988 FIRST – ENROLLMENT COHORT

ALL TRADITIONAL TRANSFERS

	Earned a Baccalaureate Degree[1]	Did not Earn a Baccalaureate/ Enrolled Spring 1993	Total Persistence	Did not Earn a Baccalaureate/ Not Enrolled Spring 1993	Total
Did Not Earn an Associate Degree	1,520 41.7 %	949 26.0 %	2,469 67.8 %	1,175 32.2 %	3,644 100 %
Earned an Associate Degree	1,834 53.0 %	851 24.6 %	2,685 77.6 %	777 22.4 %	3,462 100 %
Total	3,354 47.2 %	1,800 25.3 %	5,154 72.5 %	1,952 27.5 %	7,106 100 %

BLACK TRADITIONAL TRANSFERS

	Earned a Baccalaureate Degree[1]	Did not Earn a Baccalaureate/ Enrolled Spring 1993	Total Persistence	Did not Earn a Baccalaureate/ Not Enrolled Spring 1993	Total
Did Not Earn an Associate Degree	49 14.6 %	129 38.5 %	178 53.1 %	157 46.9 %	335 100 %
Earned an Associate Degree	50 22.1 %	93 41.2 %	143 63.3 %	83 36.7 %	226 100 %
Total	99 17.6 %	222 39.6 %	321 57.2 %	240 42.8 %	561 100 %

HISPANIC TRADITIONAL TRANSFERS

	Earned a Baccalaureate Degree[1]	Did not Earn a Baccalaureate/ Enrolled Spring 1993	Total Persistence	Did not Earn a Baccalaureate/ Not Enrolled Spring 1993	Total
Did Not Earn an Associate Degree	38 33.3 %	40 35.1 %	78 68.4 %	36 31.6 %	114 100 %
Earned an Associate Degree	36 48.0 %	23 30.7 %	59 78.7 %	16 21.3 %	75 100 %
Total	74 39.2 %	63 33.3 %	137 72.5 %	52 27.5 %	189 100 %

Source: Shared Enrollment/Graduation Data System

[1]Earned baccalaureate degree within six years, FY 1988 through FY 1993

analyze transfer and persistence not only within the private sector but also between public and private institutions.

Within the public sector, the information analyzed in this section showed that traditional transfers comprised 26 percent of the students in the fiscal year 1988 entry cohort who enrolled in both community colleges and public universities between entry in fiscal year 1988 and the end of fiscal year 1993, a six-year period. Among these traditional transfers, students who earned an associate degree had a significantly higher probability of also earning a baccalaureate degree within six years of entry. Indeed, the six-year baccalaureate completion rate of the traditional transfers entering in fiscal year 1988 who earned an associate degree is comparable to the six-year baccalaureate completion rate of public university first-time freshmen in fiscal year 1988.

Although the relationship between associate and baccalaureate degree earning also holds true for Black and Hispanic transfers, Black and Hispanic transfers were less likely to have earned an associate degree en route to the baccalaureate degree and were less likely to earn a baccalaureate degree within six years than was the total traditional transfer cohort. Black transfers also exhibited lower overall persistence rates than did the total traditional transfer group, while the overall persistence rate of Hispanic transfers was equal to the persistence rate of the total traditional transfer group. Nonetheless, the six-year baccalaureate completion rate of the Black traditional transfers entering in fiscal year 1988 who earned an associate degree was only slightly lower than the six-year baccalaureate completion rate of public university Black first-time freshmen in fiscal year 1988, and the six-year baccalaureate completion rate of the Hispanic traditional transfers in the fiscal year 1988 entry cohort who earned an associate degree exceeded the six-year baccalaureate completion rate of public university Hispanic first-time freshmen in fiscal year 1988.

Interinstitutional Program Articulation

Baccalaureate institutions have granted credit in transfer to students for courses completed at community and junior colleges since shortly after the first junior college (Joliet Junior College) was established in 1901. With the establishment of the public community college system in 1965 and the subsequent increase in number of community colleges, the need for more comprehensive and systematic statewide articulation was apparent. In the late 1960s, the precursor of an association now known as the Transfer Coordinators of Illinois Colleges and Universities was instrumental in the Board of Higher Education's adoption of its first statewide articulation policy in 1970.

Although baccalaureate institutions continue to evaluate individual community and junior college courses for credit in transfer, in recent years statewide articulation efforts have shifted the emphasis in articulation from course-by-course evaluation to program articulation. For example, in spring 1988, the Illinois Community College Board adopted Model Associate in Arts and Associate in Science degree requirements as guidelines for community colleges. These guidelines are revised every three years, with the most recent revision issued in May 1991. Also, in recent years, the Transfer Coordinators developed articulated lower-division course sequences for baccalaureate majors in English, art, and music. The Board of Higher Education's 1990 policies on transfer and articulation incorporated the requirements in the Illinois Community College Board's degree models as the basis for accepting general education credit in transfer.

The Board of Higher Education's 1990 policies on transfer and articulation also called for the development of articulated 2+2 programs between community colleges and baccalaureate institutions. A number of institutional partners have implemented this 2+2 concept. For example, Southern Illinois University at Edwardsville has completed 2+2 agreements with its five primary feeder community colleges for nearly every baccalaureate degree program it offers. Bradley University has implemented similar agreements with Illinois Central College and Western Illinois University with Black Hawk College to further enhance their jointly sponsored baccalaureate-completer programs in Peoria and the Quad Cities, respectively. Illinois State University's College of Applied Science and

Technology has implemented a series of 2+2 agreements with community colleges that offer related Associate in Applied Science degree programs. Several regional consortia are also furthering articulation among member institutions. For example, in the Southern Metropolitan Regional Higher Education Consortium, Governors State University has invited its five primary feeder community colleges to offer lower-division coursework on the University campus and, in turn, provides a staff member one day per week to each community college to counsel community college students preparing to transfer to the University.

Through the efforts of individual colleges and universities and regional consortia and through the work of the Transfer Coordinators of Illinois Colleges and Universities, the process of transfer is relatively smooth for most students who follow a traditional transfer pattern. Both longitudinal follow-up studies and information reported earlier in this report on the baccalaureate graduation and persistence of traditional transfers have shown that students who transfer after earning associate degrees are more likely to persist to baccalaureate completion than are students who transfer without completing associate degrees before transferring.

As Figures A and B presented earlier indicated, however, the traditional transfer pattern accounts for the behavior of only a small proportion of interinstitutional transfers. Even within the traditional transfer pattern, students who begin their study undecided about the institution to which they wish to transfer or undecided about their baccalaureate major derive little benefit from program- or institution-specific 2+2 articulation agreements. A further challenge for both institutions and students is the nearly continuous process of curriculum and course development that necessitates corresponding continuous changes in negotiated inter-institutional articulation agreements.

In an effort to broaden the scope of program articulation and to address the challenges of continuous curriculum development, the Board of Higher Education and the Illinois Community College Board, together with the Transfer Coordinators of Illinois Colleges and Universities, jointly launched a new statewide Illinois Articulation Initiative in January 1993. In its first phase, the Initiative is developing agreement on a transferable General Education Core Curriculum to facilitate transfer among all types of institutions. The second phase of the Initiative will entail the development of lower-division course sequences in the various baccalaureate majors.

General Education Core Curriculum

To develop the general education core curriculum, a panel comprised of 20 faculty members representing public universities, public community colleges, and private colleges and universities, as well as two transfer coordinators, was appointed for each of the five common general education fields of study: communications, mathematics, humanities and fine arts, social and behavioral sciences, and physical and life sciences. A steering panel comprised of the co-chairs selected by each field panel and augmented by additional sector representatives was also appointed to oversee the development of the curriculum and to recommend implementation procedures and a periodic review process. In all, 123 faculty members and transfer coordinators representing the 12 public universities, 40 of the 49 public community colleges, and 14 private colleges and universities are participating in the five field panels and the steering panel during the first phase of the Initiative.

In September 1993, the field and steering panels completed a first draft of the proposed curriculum. On October 1st, six copies of this draft were mailed to all presidents and chancellors of Illinois institutions of higher education for distribution to chief academic officers, deans of arts and sciences, and chairs of faculty senates and curriculum or general education committees. Copies were also sent to all panel members, members of the Board of Higher Education's Faculty Advisory Committee and the Illinois Community College Faculty Association, the Transfer Coordinators of Illinois Colleges and Universities, and all Transfer Center directors. Included with the disseminated copies was an invitation to submit written comments or to present oral testimony at one of four hearings conducted across the state in November 1993.

In addition to the formal hearings, the steering panel co-chairs and Board of Higher Education and Illinois Community College Board staffs led discussions on the Initiative at the fall conferences of the Illinois Association of Collegiate Registrars and Admissions Officers and the Illinois Council of Community College Administrators, at the fall and spring conferences of the Transfer Coordinators of Illinois Colleges and Universities, at the spring conference of the Illinois Council on College Attendance, and at a spring seminar of the Illinois Community College Trustees Association.

Since November, each of the five field panels reconvened to consider the written and oral comments received and to revise, as necessary, its recommendations to the steering panel. The steering panel also reconvened to consider the comments received, to consider the revised recommendations of the field panels, and to address development of implementation and review plans. At its April meeting, the steering panel requested that a technical task force be formed to provide advice and recommendations on the technical aspects of implementation, including recommendations on an appropriate time line for implementation. The steering panel hopes to submit its report and recommendations to the Board of Higher Education and the Illinois Community College Board for consideration in July 1994.

Articulation of Baccalaureate Major Coursework

While the second phase of the Illinois Articulation Initiative--the development of recommended lower-division course sequences in various baccalaureate majors--is not scheduled to begin in earnest until after the first phase is completed, the opportunity arose in summer 1993 to begin articulating education programs in various health professions. At about the same time last spring, and coincidental with the unveiling by President Clinton of his health care reform package, the Board of Higher Education, the State Board of Education, and the Illinois Hospital Association all completed studies that indicated an acute shortage of certain health care professionals in Illinois. To begin to address these shortages, the Board of Higher Education joined with the Illinois Community College Board, the State Board of Education, and the Illinois Hospital Association to co-sponsor a Health Professions Leadership Conference in Naperville in July 1993. The 100 conference participants were nearly unanimous in agreeing that better articulation across levels of education and practice was needed.

To articulate curriculum across levels of education and practice, a panel of high school, community college, public university, and private college and university health education providers and of health practitioners was established in four health fields: the clinical laboratory sciences, nursing, occupational therapy, and physical therapy. Following a joint kick-off meeting in October, each panel has met separately throughout the winter and spring. It is anticipated that each panel will complete a first draft for dissemination for comment in late fall 1994.

The scope of the health professions' articulation effort is broader than that originally envisioned for other baccalaureate majors during the second phase of the Initiative for several reasons. First, the health professions articulation panels include all three levels of education--high school, associate degree, and baccalaureate degree--since completers at each level qualify for employment. Second, the programs being articulated are Tech-Prep programs in high school and community college Associate in Applied Science degrees in contrast to the more traditional college-preparatory and baccalaureate-transfer degree programs. Third, graduates at each level of education must meet specific state certification, licensure, or registration criteria in order to practice. Finally, practitioners and representative employer groups are an integral part of the articulation process.

Plans are now underway to begin the second phase of the Initiative in other baccalaureate majors in September. At its April 1994 meeting, the Transfer Coordinators of Illinois Colleges and Universities recommended, and the staff concurs, that the process begin with those baccalaureate majors that enroll the largest numbers of transfer students. Thus, the Board of Higher Education and Illinois Community College Board staffs are working with the public systems' academic officers and

the co-chairs of both the Illinois Transfer Coordinators and the Initiative Steering Panel to constitute panels to begin work in the fall to identify appropriate lower-division courses for baccalaureate majors in business; early childhood, elementary, and secondary teacher education; engineering; and psychology. As one panel concludes its work, another will be formed for another baccalaureate major until appropriate lower-division courses have been identified for each baccalaureate major.

Summary and Conclusions

The first section of this report examined interinstitutional transfer behavior in Illinois, the sources of traditional transfers, and the after transfer graduation and persistence of traditional transfers. These data clearly showed that transfer among institutions affects a high proportion of Illinois students. In fall 1992, approximately seven percent of the total Illinois undergraduate student population was classified as a transfer student. These data further suggested that the proportion of traditional transfers, those who transferred from associate to baccalaureate institutions, accounts for half or less of the total transfer activity. Among the traditional transfers, however, students who earn associate degrees had a significantly higher probability of also earning baccalaureate degrees. Indeed, in the fiscal year 1988 entry cohort, traditional transfers who earned associate degrees achieved a six-year baccalaureate completion rate comparable to the six-year baccalaureate completion rank of public university fiscal year 1988 first-time freshmen.

The ability to transfer also clearly affects the success of minority students. While fewer minority students completed associate degrees prior to transfer, higher proportions of those that did earned their baccalaureate degrees within six years of entry and higher proportions were still enrolled. The six-year baccalaureate graduation rate for Black associate-degreed traditional transfers was only slightly lower than the six-year baccalaureate graduation rate for Black first-time freshmen in public universities, while the six-year graduation rate for Hispanic associate-degreed traditional transfers exceeded the six-year graduation rate for Hispanic first-time freshmen in public universities.

While these data indicate that traditional transfers who first earn associate degrees fare as well as public university freshmen, six-year graduation rates of both entering freshmen and transfer students could be further improved. Improved student preparation for college, improved advising and support services after college entry, and improved articulation of curricula among higher education institutions are all needed to increase student success in achieving baccalaureate degrees.

The second section of the report described the Illinois Articulation Initiative launched jointly by the Board of Higher Education, the Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities in January 1993. The first phase of this Initiative is developing agreement on a General Education Core Curriculum that will facilitate student transfer among Illinois colleges and universities. Although the General Education Core Curriculum builds upon the traditional expected academic preparation described in the public institutions' high school course admission requirements, it focuses on improving articulation among colleges and universities.

The second phase of the Initiative, begun in October in four health professions, will develop articulated lower-division courses for transfer in the various baccalaureate degree majors. In developing specific education pathways corresponding to established career ladders, the health professions' articulation panels are building upon high school to community college tech-prep curricula, as well as between associate and baccalaureate degrees.

As the Illinois Articulation Initiative progresses, it has become apparent that the model for articulating curriculum in the health professions could serve as the model for addressing broader school-to-work transition issues. In conjunction with the Governor's Task Force on School-to-Work Transitions, the Board of Higher Education should encourage a partnership among secondary schools, colleges and universities, employer groups, and the state in order to facilitate the transition from high school to work and to college and to improve quality across the full education continuum.

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APPENDIX A

BOARD OF HIGHER EDUCATION
POLICIES ON UNDERGRADUATE EDUCATION
Adopted September 1990

Transfer and Articulation

Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs in Illinois. While each institution is ultimately responsible for the quality of the programs it provides, both associate and baccalaureate degree-granting institutions are expected to work together to assure that their lower-division baccalaureate programs are comparable in scope, quality, and intellectual rigor.

Any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccalaureate institution as first-time freshmen. To assure students of comparable treatment, it is expected that:

a. Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from an accredited Illinois community or junior college that has adopted degree requirements that meet or exceed the specifications in the models developed and regularly updated by the Illinois Community College Board will have met the receiving institution's general education requirements that are not specifically designated upper-division. A receiving institution may, however, require admitted transfer students to complete an institution-wide, mission-related general education requirement if students can do so through elective credit within the baccalaureate degree program.

b. Students admitted in transfer who began but did not complete the Associate in Arts or Associate in Science degree at an accredited Illinois community or junior college will be granted full credit for satisfactorily completed courses that the baccalaureate institution determines are comparable to its own courses.

Presidents and chief academic officers of associate and baccalaureate degree-granting institutions should provide leadership in implementing state policies on transfer and articulation and in resolving issues of mutual concern. To this end, the Illinois Board of Higher Education, in conjunction with the Illinois Community College Board, will regularly convene the presidents of baccalaureate and associate degree-granting institutions and system academic leadership to assess the status of state policies on transfer and articulation and to resolve any issues that arise.

Program faculties from both associate and baccalaureate degree-granting institutions should take primary responsibility for developing and maintaining course and program articulation agreements and for promoting compatibility between associate and baccalaureate curricula.

Associate and baccalaureate degree-granting institutions should work together to expand opportunities for students to complete baccalaureate degrees. Through formal partnerships, associate and baccalaureate institutions should jointly encourage baccalaureate degree completion and provide information on the transfer process, guidance in program and course selection, and orientation to the academic environment to prospective transfer students. Dual admission, "2+2," and similar articulation and transfer agreements should be developed to facilitate the transfer of students.

Colleges and universities should assure that transfer students have the same opportunities as other students to participate in the social, cultural, and academic support services necessary for their integration into the campus community.

A statewide system for monitoring the academic progress of cohorts of community and junior college students who transfer to baccalaureate degree-granting institutions shall be established by the Illinois Board of Higher Education in cooperation with the Illinois Community College Board and baccalaureate degree-granting institutions. This information should serve as the basis for the regular review and improvement of the undergraduate curricula, support services, and articulation and transfer agreements of associate and baccalaureate degree-granting institutions. The Illinois Board of Higher Education, in consultation with the Illinois Community College Board, will examine institutional and statewide trends in student transfer and degree completion and will use these analyses to make necessary modifications to policies on articulation and transfer.

APPENDIX B

HECA-FUNDED MINORITY TRANSFER CENTERS IN ILLINOIS PUBLIC COMMUNITY COLLEGES

Belleville Area College, initial grant in May 1990

Black Hawk College, initial grant in May 1990

City Colleges of Chicago
- Richard J. Daley College, initial grant in May 1990
- Kennedy-King College, initial grant in May 1990
- Malcolm X College, initial grant in May 1990
- Olive-Harvey College, initial grant in May 1990
- Harry S Truman College, initial grant in May 1990
- Harold Washington College, initial grant in May 1990

College of DuPage, initial grant in September 1990

Elgin Community College, initial grant in September 1990

Illinois Central College, initial grant in May 1990

Joliet Junior College, initial grant in September 1990

Kankakee Community College, initial grant in May 1990

Lincoln Land Community College, initial grant in September 1992

John A. Logan College, initial grant in September 1992

Moraine Valley Community College, initial grant in May 1990

Parkland College, initial grant in September 1993

Prairie State College, initial grant in September 1991

Richland Community College, initial grant in May 1990

Shawnee Community College, initial grant in September 1991

South Suburban College of Cook County, initial grant in May 1990

State Community College, initial grant in May 1990

Triton College, initial grant in May 1990

Waubonsee Community College, initial grant in May 1990